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ABSTRACT

This seven unit curriculum guide, a revision of the 1968 Michigan Speech Association guide (ED 026 390), is designed to provide individualized instruction for the high school student in speech communication skills. The authors develop each unit by first asking important questions about the subject and the student and then suggesting a variety of possible methods the teacher can use to help his students discover answers. This guide places emphasis on student-oriented learning situations and recommends that the teacher incorporate situations for discussion that are part of the experiences. The units include: listening and thinking, interpersonal communication, language, public speaking, oral interpretation discussion, and parliamentary procedure. In addition to the unit bibliography and lists of supplementary materials accompanying each unit, a list of general objectives and four appendices--description of group membership roles, sample case problems, brain teasers, and a sample discussion evaluation form--are also included in the guide. (LG)

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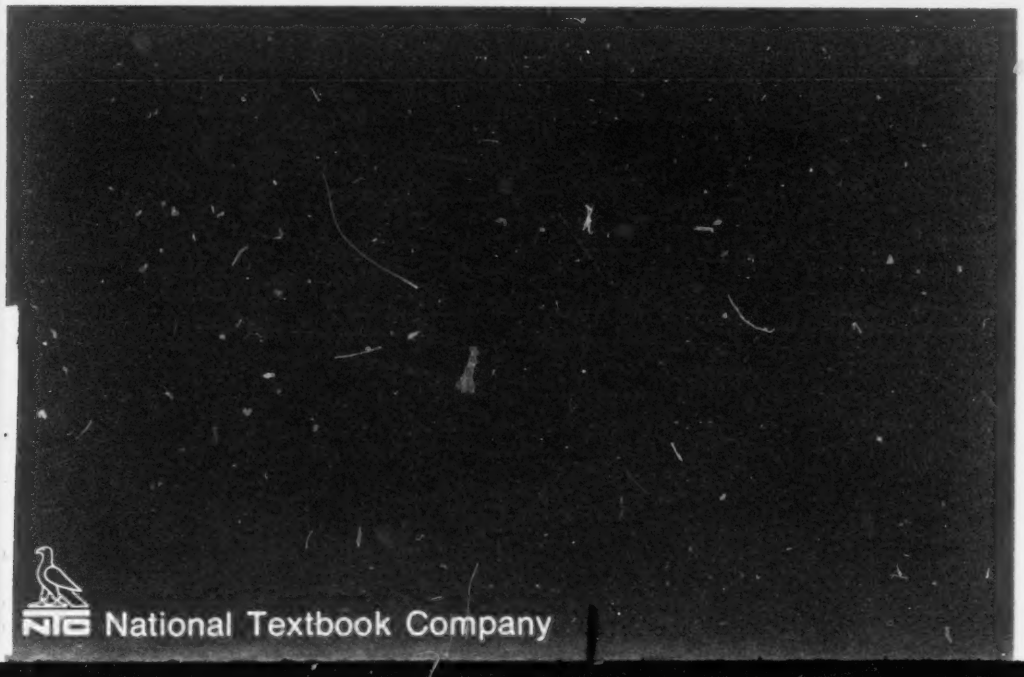
MSA CURRICULUM GUIDE 3

Speech Communication in the High School



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Speech Communication in the High School

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INTRODUCTION

Exploding knowledge and constant change are the warp and woof of our society. The exponential rate at which knowledge increases forces specialization and teamwork in order for us to effect meaningful change. Teams of scientists develop new methods of combating disease. Teams of social scientists analyze urban stress. Research teams innovate educational methodology. Teams of specialists control space vehicles simultaneously from the ground and from space. Interaction, the fundamental tool of human development, is the keystone of our existence. Therefore, effective oral communication, the primary means of social interaction, becomes an indispensable tool for all men.

The security of a free society rests in the hands of youth. In our classrooms are the leaders of the twenty-first century. Educators are charged with the responsibility of providing youth with the training ground that will enable them to mature physically, intellectually, emotionally, and socially into responsible adults capable of rational decision-making. Youth must cultivate and refine the ability to listen critically, to evaluate objectively, and to express ideas clearly, truthfully, and openly.

Oral communication is the process by which a speaker and a listener attempt to influence each other. It is the integrating factor in achieving productive interpersonal relationships; in the creative development and enjoyment of the arts; and in creative, rational decision-making. Oral communication is essential in achieving meaningful interrelationships between subject areas in team examination of the substantive ideas, ideals, and issues of our time to the end of nurturing adaptive and innovative decision-making.

The new Michigan Speech Association Curriculum Guide Series includes eight guides:

Speech Activities in the Elementary School
Speech and Drama in the Intermediate School
Speech Communication in the High School
Debate in the Secondary School
Discussion in the Secondary School
Dramatic Arts in the Secondary School
Oral Interpretation in the Secondary School
Radio, Television, and Film in the Secondary School

This series is the product of a $5,200 project jointly funded by the Michigan Speech Association and the Michigan Education Association. Nearly 150 kindergarten through twelfth grade teachers and curriculum directors from metropolitan, suburban, and rural school systems throughout Michigan participated in the project either as reactors or revisers. A reactor completed an extensive questionnaire designed to determine to what extent the 1968 edition of a guide was useful in his particular teaching situation. A reviser taught from a guide for one semester, reviewed the data compiled from the questionnaire survey of that guide, and served as a member of one of the eight revising teams that prepared the new series.

The eight guides are designed for the beginning speech teacher; the teacher who is assigned responsibility for speech but lacks speech training; the teacher of specialized speech courses; and for teachers of courses other than speech who wish to use oral communication as an integrative tool in their courses. Prospective teachers in undergraduate methods courses, libraries, curriculum directors, school administrators, and leaders of youth groups will find the guides useful.

Deldee M. Herman
Sharon A. Ratliffe

PREFACE

A curriculum guide is a unique publication. It is not a syllabus to be followed without deviation, nor is it an exhaustive text of all related theory and practice. It offers a selection of information arranged in separate but overlapping units.

Course objectives have guided the authors in determining the content and activities. In developing each unit, we have chosen to anticipate the important questions relevant both to the subject and to the student of speech communication. Each unit is developed by first asking a series of these questions, then suggesting a variety of possible methods the teacher can use to help his students discover answers. The experiences the teacher chooses should influence the way he asks the questions. In addition, the current situations the teacher knows to be part of his students' experiences should be used as the focus for questions. For example, a possible question for study is "What are the characteristics of listening?" The sensitive teacher should feel compelled to change the wording of this question to "How do you listen to various things your parents say to you?" or "What kinds of listening do political candidates do to their constituents?" or "How does your counselor listen to you differently from the way your best friend listens to you?" In sum, the questions presented in each unit are subject matter oriented, but the teacher should reword the questions so that they will be student oriented.

Not only should the teacher attempt to provide opportunity for inductive learning, he should exemplify the speech communication skills he teaches. Those teachers who mutter, who are disorganized, who fail to empathize with their students, who are afraid of admitting a mistake, or who are inconsistent in their oral behavior can-

not hope to lead students in the development of effective speech communication skills.

Students in a basic speech communication course are learning much more than mastery of the activities offered in this curriculum guide. When they learn to speak before others, to discuss among themselves, to evaluate how others talk, to read orally, and to express their thoughts and feelings accurately, they are really learning about themselves. When the teacher or student evaluates, criticizes, or coaches someone's speech communication skills, he is really evaluating, criticizing, and coaching that person's personality and self-image. Teachers are urged to individualize their instruction and expectations to allow each student to achieve as much growth as possible. To this end, students entering the course need orientation. They want to understand and be able to help formulate concepts of the nature of speech communication, what is involved, and what is expected of them in the course. Students want to clearly understand the types of assignments and the criteria by which they will be evaluated. They need many opportunities to communicate in both traditional and contemporary formats. Activities and exercises can be brief. Assignments may be limited to as little as five minutes in length.

A basic speech communication course should be a requirement for high school graduation. The course should be taught by a teacher specially prepared in speech communication and trained in the methods of teaching it. The course should have curricular status and credit equal to other academic subjects. The class should meet the equivalent of a one-hour period daily for at least one semester.

This curriculum guide is designed to provide individualized instruction for *all* high school students in grades nine through twelve. Therefore, ability grouping is not needed. Students with serious speech communication problems will need special individual diagnosis and training by a speech therapist or counselor. Three types of speech communication teachers will find this curriculum guide helpful: inexperienced teachers who want suggestions in selecting

objectives and activities for the basic course, teachers without a major or minor in speech who need orientation in content and resource materials, and experienced teachers looking for additional ideas and activities.

As a final note, the authors submit that the field of speech communication, like other fields, is developing so quickly that many teachers may be left suffering from "future shock." This curriculum guide, like any other publication, carries the albatross of a copyright date. The speech communication teacher constantly needs to be aware of both useful and useless discoveries in his field. Moreover, the teacher may be limited by the resources and people in his school and community. Therefore, we encourage the speech communication teacher to become involved in state, regional, and national speech communication associations which offer publications, conferences, workshops, and a forum for the exchange of information. Most states have speech associations. There are southern, western, central, and eastern regional speech associations. The Speech Communication Association provides services at the national level to satisfy a wide range of communication interests. (Contact William Work, Executive Secretary, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001.)

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GENERAL OBJECTIVES

1. The student will learn inductively through analysis, application, synthesis, and evaluation.
2. The student will learn to listen.
3. The student will learn to think creatively and critically.
4. The student will learn to communicate with himself and others in both formal and informal settings.
5. The student will learn to understand and use language in ways that benefit him and others.
6. The student will learn the skills of public speaking.
7. The student will learn to discover and communicate the literary thoughts of others.
8. The student will learn to understand and use group discussion.
9. The student will learn to use the parliamentary tools necessary to make decisions through democratic processes.

UNIT ONE: LISTENING AND THINKING

Since the existence and maintenance of a free society depend on its members making wise decisions, it it is imperative that the ability to think and listen clearly and critically be a primary objective. Whether at home, at work, or at play, twentieth century man is literally bombarded by sound. In such an environment, the implicit danger is that man may become so insulated to sound that his listening skills deteriorate rather than improve. Listening has long been recognized as the most frequently used form of communication, yet training in listening remains the most neglected skill. The objective of this unit is to correlate the interrelated skills of listening and thinking. This objective cannot be achieved and the content cannot be covered in a simple block of time. Listening and thinking should be initiated at the beginning of the semester and incorporated into each unit throughout the course.

I. OBJECTIVES

A. The student will identify the characteristics of listening.
B. The student will practice effective listening habits.
C. The student will listen critically.

II. CONTENT

A. What are the characteristics of listening?
   1. What is the difference between listening and hearing?
      a. Hearing is a physical process.
      b. Listening is a mental process.
   2. Why do people listen?
      a. For entertainment

b. For appreciation
c. For information
d. To evaluate and form opinions

B. How can listening be improved?
1. Have a proper physical setting.
a. Ventilation
b. Temperature
c. Seating
2. Avoid poor listening habits.
a. *Calling the subject dull.* The good listener decides to see if the speaker has anything to say that can be of use to him.
b. *Criticizing the speaker.* The good listener concentrates on what the speaker says, not how he says it.
c. *Overreacting.* The good listener does not become so involved with one idea that he misses the rest of the message.
d. *Listening only for facts.* The good listener identifies the main ideas and relates the facts that are presented to these ideas. More facts can be remembered this way.
e. *Inflexible note-taking.* The good listener adapts his style of note-taking to the method of presentation.
f. *Faking attention.* The good listener devotes energy and concentration to listening rather than creating a false front of attention.
g. *Tolerating distractions.* The good listener tries to avoid or adjust to whatever distractions there are and soon finds that he can ignore them. The listener avoids distracting others.
h. *Choosing only what is easy.* The good listener makes an effort to listen to material which at first seems difficult.
i. *Wasting the gap between speaking and thinking rates.* The good listener realizes that even though a person speaks slower than the listener can think, the gap should not be used for mental wandering. It should be used constructively by:

(1) anticipating the next point;
(2) identifying the supporting material;
(3) making numerous mental summaries.

C. How can people listen critically?
1. Critical listening requires an understanding of evidence and reasoning.
a. Evidence is fact and opinion used as the basis for reasoning.
b. Reasoning is the process of drawing conclusions from evidence or from premises.
(1) Conclusions can be drawn from example, analogy, sign, and cause.
(2) Certain valid conclusions can be drawn through one of two processes.
(a) *Inductively*. Conclusions are only probably true because of the "inductive leap" (generalizations from evidence).
(b) *Deductively*. Conclusions are absolutely valid because of the logical rules of syllogisms. The conclusions are as certain as the premises.
2. Critical listening requires applying the tests of evidence and reasoning.
a. Tests of evidence
(1) Is the evidence outdated?
(2) Is the evidence from a qualified and reliable authority?
(3) Is the evidence distorted or taken out of context?
(4) Is the evidence complete?
(5) Is the evidence believable?
b. Tests of reasoning
(1) Is the speaker claiming too much from too little material? (Overgeneralization.)
(2) Are comparisons really true in reasoning by analogy?
(3) Is the analogy being used to prove an idea rather than clarify it? (Analogies do not prove conclusions, they only clarify.)

(4) Is the speaker identifying a single cause when there are many causes? For example, "Slavery was *the* cause for the Civil War." (Obviously, this is an oversimplification even though slavery may have been a major cause.)

(5) Is the speaker identifying all possible effects resulting from a cause? (If we execute all criminals, it may stop crime; but it will also create extensive social protest).

(6) Does the *sign* necessarily mean what the speaker says it does? For example, is style of dress always an indication of relative wealth or poverty? Is race a necessary sign of ability, attitude, and potential?

3. Critical listening requires recognizing propaganda techniques.
   a. *Name-calling*. An appeal to reject an idea because of what it is called rather than because of what it means.
   b. *Overgeneralizing*. An attempt to extend a conclusion beyond the available evidence.
   c. *Testimonial*. An appeal based on the word of someone who is not an expert on the subject but who may be popular.
   d. *Plain Folks*. An appeal to an implied mutual trust which diverts attention from the substance of the speaker's message.
   e. *Band Wagon*. An appeal to the current popularity of an idea.
   f. *Card-stacking*. An appeal based on the presentation of only one side of an issue.

III. LEARNING EXPERIENCES

A. What are the characteristics of listening?
   1. Encourage students to adjust their purpose for listening to the occasion. For example, students should be listening for appreciation during an oral reading; they should be listening for understanding during a news broadcast.

2. Give assignments, explanations, and directions only *once* to encourage students to listen to, rather than just hear, the teacher's remarks. The teacher should adhere to the criteria of good delivery. (See Public Speaking Unit.) The goal is not to trick the students, but to train them.
3. Discuss possible student inflexibility in changing listening levels. (Do students only listen for entertainment or are they also willing to listen for appreciation?)
4. Provide material that will give students opportunities for practicing the four purposes of listening. Use guest speakers, student models, educational television programs, tapes of interviews, attendance at city government meetings, and dramatic performances. Provide incentives for listening to these messages instead of forcing students to listen.

B. How can listening be improved?
1. Listen to a tape of a dull message. Have students discuss:
   a. How would I change this message to make it more interesting?
   b. How can I make use of this information now?
   c. Why am I listening? (To be entertained? For appreciation? To be informed? To evaluate and form opinions?)
   d. Did I engage in any poor listening habits?
2. After listening to the same message, students can compare their notes within groups to discover similarities and differences in what they heard.
3. Anytime distractions enter into the communication process in class, the teacher should be alert to discuss possible corrections that can be made by speakers and/or listeners. For example, traffic noises, steam radiators, and hallway noise can all interfere with communication.
4. Play a recorded speech up to the point where the speaker is about to advance to another point. Stop the tape or record and ask students to write either what they think the speaker will say next or to summarize what the speaker has just said. Continue in this manner throughout the speech. Recordings of famous speeches may be useful for this exercise.

5. Using recorded speeches or a live presentation, have students identify types of supporting materials. Perhaps give them an outline of the main ideas so they can fill in the supporting material they hear for each point.
6. Use tapes of compressed speech to illustrate the ability of the human ear and mind to comprehend speech at a much faster rate than it is usually spoken.

C. How can people listen critically?

1. Have students identify the type of reasoning used in speeches presented in the class. The teacher may construct segments similar to the following:
   a. For several hours, Clyde Howell sat in his car with his white handkerchief waving outside the window. Motorists continued to rush past him, paying no heed to this universal symbol of distress. No one even stopped to call the state patrol. Our unwillingness to understand or to help our fellow man resulted in Clyde Howell's death. (Use of example.)
   b. Why don't the poor do well in school? As an undernourished fetus, a poorly fed child, an erratic patient, and an overworked laborer, the typical student from poverty lacks sufficient physical ability or mental capability to concentrate on studies. That is why the poor often fail to achieve the education needed to break the poverty cycle. (Use of cause.)
   c. You can lead a horse to water, but you can't make him drink. You can bring the enemy to the peace table, but you can't make him negotiate. (Use of analogy.)
   d. The movement of large amounts of equipment to the border, the increased incidents of practice air raids, the increasingly hot rhetoric—these are indications of impending renewal of hostilities. (Use of sign.)
2. Have students evaluate the evidence and reasoning in two speeches on opposite sides of a controversial issue. One speaker should be instructed beforehand to construct his speech using only faulty evidence and reasoning; the other to use accurate evidence and sound reasoning.
3. Have students evaluate news editorials for faulty evidence

and reasoning. Groups of students should evaluate the same editorial and then compare their accuracy.

4. Have students evaluate the evidence and reasoning in student speeches.
5. Have students read news accounts of the same event from papers or magazines with different editorial policies.
6. Have students prepare examples of propaganda techniques used in mass media advertising.
7. Have students prepare speeches explaining the role of propaganda in historical or contemporary society (e.g. Hitler, Joseph McCarthy, political parties.)

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UNIT TWO: INTERPERSONAL COMMUNICATION

In the midst of the increasingly rapid development of scientific technology and the ever-present threat of "future shock," people are finding that communication is a far more complex phenomenon than simply the sending of messages. It uses more than words and the words it uses have more than dictionary meanings. The current study of communication gives new importance to the listener. Communication is affected by countless variables. The way a person views himself and others influences his communication or lack of it; his knowledge, his emotions, his experiences with language—all contribute to the success or failure of communication.

The principles of interpersonal communication add a new dimension to traditional speech formats. The public speech, problem-solving discussion, interpretative reading, listening, and democratic decision-making using parliamentary procedure all take on new meaning when viewed as a process of people communicating with people. For this reason, the principles discussed in this unit as well as those in the unit on listening and thinking should be incorporated into other units as well as studied separately.

I. OBJECTIVES

A. The student will understand the circular process of interpersonal communication.
B. The student will learn the "languages" of interpersonal communication.
C. The student will work to achieve the two purposes of interpersonal communication.
D. The student will understand the three elements of communication.
E. The student will attempt to overcome the barriers to effective interpersonal communication.

II. CONTENT

A. What is interpersonal communication?
   1. What is the process of interpersonal communication?
      a. It is circular. Through communication models the various elements in the sending, receiving, and responding stages of communication can be visually depicted. (See Ross in bibliography, this unit.)
      b. It exists in many formats. Whether in dialogue, interview, conversation, group discussion, public speaking, or oral interpretation, both senders and receivers interact with one another in order to achieve maximum success in communicating.
   2. What are the sources of interpersonal communication?
      a. The experiences of individuals affect the meaning they attach to the symbols that they send and receive.
      b. Silence may often communicate a message.
      c. Nonverbal symbols communicate messages.
         (1) Physical gestures, posture, walking, facial expressions, proximity, odor, and manner communicate.
         (2) Dress expresses a message.
   3. What are the levels of interpersonal communication?
      a. *Intellectual*. The communication of reasoning, criticism, facts, evaluations, and observations.
      b. *Emotional*. The communication of feelings, responses, and reactions.
      c. Most interpersonal communication involves both levels, although people are affected by an obvious imbalance between the intellectual and emotional messages of another person.
   4. What are the purposes of interpersonal communication?
      a. To help each communicator (both sender and receiver) empathize with his fellow communicators.
      b. To allow each communicator (both sender and receiver) to maximize his desire to achieve self-actualization.
   5. Are the results of interpersonal communication measurable?
      a. Messages received on the conscious level may evoke a measurable response.

b. Messages received on the subconscious level may evoke delayed response or no response at all.

B. What are the elements of interpersonal communication?
   1. Knowledge of self
      a. Each person's essential nature is composed of many things, such as physical appearance, mental ability, values, social acceptance, personality, and political position.
      b. The effective communicator has a favorable self-image.
   2. Knowledge of others
      a. Before communication begins, it is influenced by prejudgments of the sender about the receiver(s).
      b. During communication, the sender's view of the receiver undergoes change because of feedback from the receiver, and this change affects the message being sent.
   3. Knowledge of other's view of self
      a. Based on previous experiences, the sender's message is influenced by how he thinks it will be interpreted.
      b. During communication, the sender may try to enhance his credibility with his receivers and try to determine from their feedback if their view of him changes.

C. What are the impediments to effective interpersonal communication?
   1. Insecurity, fear, poor self-image
   2. Desire to manipulate others
   3. Stereotyping others
   4. Refusal to talk, listen, respond
   5. Misunderstanding of nonverbal cues
   6. Concentration on self or insensitivity to feedback
   7. Lack of communication skills

III. LEARNING EXPERIENCES

A. What is interpersonal communication?
   1. After studying communication models, students should construct their own diagrams to explain the communication process in a particular situation (parent-student-teacher conference, labor negotiations, mass media, etc.).

By drawing their models as large visual aids, students can present them to the class in a speech.

2. Have students discuss the interpersonal nature of various forms of communication.
   a. Public speaking
   b. Interview
   c. Group discussion
   d. Oral interpretation
3. Have students communicate a variety of moods, desires, intentions, and feelings using only nonverbal communication.
4. Have students express their *feelings* about the class, their social status, and their friends. Sentences like "This class is dull" and "My friend is really smart" are not statements expressing feeling, but opinion. "I am bored," "I am impressed," or "I am excited" are expressions of feeling.
5. Students should attempt to give a speech in which their nonverbal and verbal communication are inconsistent. They should discuss both their reactions and the feedback of their listeners.
6. Have students select a television commercial that has appeal on both verbal and nonverbal levels. Do both verbal and nonverbal levels appeal to the conscious mind? Does one level appeal to the conscious and the other to the unconscious mind? Why?
7. Have students experiment with, observe, or discuss the "territorial imperative" that people have when they communicate. How close can people come together and still avoid embarrassment during conversation? Is this a cultural concept? When a speaker talks from in front of the podium instead of behind it, what effect does this have on his communication? How close do students stand to the principal when talking to him? To their teacher? To their parents? To their friends?
8. Have students determine how many shades of meaning they can give to a simple phrase by using variations in pitch, inflection, rate, and energy.
9. After familiarizing himself with Abraham Maslow's con-

cept of self-actualization, the teacher should discuss this concept with students. Relate to the social, political, economic, and educational environment of the students. How does the communication of parents, teachers, community leaders, and friends recognize and try to help fulfill each student's desire to self-actualize? In what ways does the communication of these and other sources hinder this goal?

B. What are the elements of interpersonal communication?
   1. Since role-playing allows the student to assume the character of someone else, it encourages him to understand that kind of person. See the unit on discussion for specific activities involving role playing.
   2. Students should do the activities that relate to self-discovery given in the unit on public speaking.
   3. Have students compile a list of words whose referents and concepts might appreciably vary from person to person. Test and compare lists with those done by others.
   4. Record a student's speech on audiotape while simultaneously recording the audience on videotape. Have the student listen to his voice as he watches the audience reaction on videotape. Did he notice all the audience feedback while he was giving the speech? From this activity, the class can discover the cues of audience feedback.

C. What are the impediments to effective interpersonal communication?
   1. Have students listen to their own or a friend's communication and locate an exchange of words which they believe illustrates a failure in communication. Discuss in class.
   2. Discuss people or groups who usually communicate only to manipulate others, such as gangs, administrators, spoiled children, and governments.
   3. Discuss methods students have used when others would not speak, listen, or respond. Common examples include a boyfriend-girlfriend feud, parent-children disagreements, and showing prejudice.
   4. Since interpersonal communication really takes place any time people come together to speak and listen, many

activities in both this curriculum guide and other guides in the MSA series provide additional learning experiences. (See especially the interpersonal communication unit in *Discussion in the Secondary School.*)

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V. AUDIOVISUAL MATERIALS

Film

More than Words. Color. 13 minutes. Henry Strauss and Co.

Filmstrip

A Primer of Nonverbal Communication. A 30 minute color filmstrip with record or tape. NVC Business Communication, 6014 West Congress St., Milwaukee, Wisc. 53218.

Recording

Non-Verbal Communication. A 52-minute videotape. Ampex Tape Exchange, 2207 Estes Ave., Elk Grove Village, Ill. 60007.

VI. GAME

"Generation Gap." New York: Western Publishing Co., 1969.

UNIT THREE: LANGUAGE

The speech teacher too often assumes that his students have been taught all about language in their English classes. While his students may well have learned about English grammar and may be aware of English style, the speech communication teacher must not fail to teach the use of language. If students are to develop the ability to speak orally, they must have an understanding of the words and phrases they will be using.

Semantics, the science of meaning, is often neglected. Since speech communication is determined by both the overt and the hidden meanings of words, the student must be aware of the total effect of his words on others. Moreover, the student knows and the teacher should recognize that standard English is not always "English as she is spoke." While training in effective use of standard English for certain occasions may be beneficial, the teacher should encourage students to recognize the many aspects of the English language including slang, style, dialects, euphemisms, and colloquialisms.

Speech communication differs from other forms of communication because it uses the spoken word. Understanding how sounds are produced is important to the development of effective delivery. It is important to realize that problems can develop which cause the speaker to have "defective speech." In such cases, students should have a general understanding of the causes and types of problems and methods of correction. However, the teacher should avoid trying to be a speech therapist and serve only as a referral person.

I. OBJECTIVES

A. The student will understand the components of language.
B. The student will produce speech sounds accurately.
C. The student will detect and correct his common language mistakes.
D. The student will appreciate and use language flexibly in a variety of situations.

II. CONTENT

A. What is language?
   1. Language can be defined as a system of arbitrary symbols used to communicate.
      a. *System*. The arrangement of sound and groups of sounds according to certain rules.
      b. *Arbitrary*. There is no intrinsic meaning in the particular words we use; meanings are assigned in the minds of the communicators, and are not present in the words.
      c. *Symbols*. Words represent things or abstractions in the real world called referents. The word, however, is not the thing.
      d. *Used to communicate*. Without the need to communicate, there would be no reason for language.
   2. Language can be studied from different viewpoints.
      a. *Grammatically*. To discover the rules of language structure.
      b. *Semantically*. To discover the meanings of certain words.
      c. *Stylistically*. To discover the reasons for choices of words or phrases used.

B. How is language produced?
   1. How are phonetic sounds formed?
      a. Vibration of air forms sound waves.
      b. Resonation of the sound waves.
      c. Articulation of sound into a specific speech sound.
   2. How can you identify or describe "defective speech"?
      a. Is noticeably different.

b. May be unintelligible.
c. May cause its possessor to become maladjusted.

3. What are the causes of speech disorders?
   a. Physiological
   b. Psychological
4. What are some of the common disorders?
   a. Articulation problems
   b. Defects of time or rhythm
   c. Pitch problems
   d. Intensity problems
   e. Physical problems
   f. Errors of symbolization
5. How can speech disorders be corrected?
   a. The speech communication teacher should refer students with speech and hearing disorders to trained therapists.
   b. A student must be motivated to correct his problem.

C. What are some common language mistakes?
   1. *Ambiguity*. A characteristic of symbols whose referents are confusing or not clear.
   2. *Misuse of "is"*. When a person says, "That candidate is a radical," he really means, "*I believe* that candidate is a radical."
   3. *Forgetting time*. John, as he was in 1965, is not John as he is in 1972.
   4. *Overgeneralization*. Things in the real world are separate and distinct. Democrat #1 is not necessarily Democrat #2.
   5. *Believing words are things instead of symbols*. The map (symbol) is not the territory (the real thing or referent).
   6. *Insensitivity to connotative meanings*. Some whites still refer to blacks as "colored people" without knowing the discriminatory connotation of the phrase.
   7. *Overuse of euphemisms*. Referring to salesmen as "marketing engineers" or real estate agents as "land developers."
   8. *Verbal pauses*. "Umh," "O.K." and "You know."
   9. *Using "your" instead of an article*. "One of the biggest

problems is *your* welfare recipients who can work but don't."

D. How is language used in communication?
   1. What are different language forms?
      a. *Tail-wagging.* "Hi, how are you?" "Just fine, thanks. How are you?" No important information has been exchanged. The purpose of the greeting is to establish friendly contact.
      b. *Figures of speech.* "The sun is rising." "Cut it out."
      c. *Slang*
      d. *Colloquialisms*
      e. *Baby talk*
   2. How should black English be handled in the speech classroom?
      a. *Myth A.* The black student must learn to live in and deal with the predominantly white culture around him. He desperately needs the tool of standard English to succeed in school and on the job. Standard English may be taught as a second language but it *must* be taught. It is the duty of the speech communication teacher to teach and insist upon standard English usage and pronunciation by all students.
      b. *Myth B.* Many urban students live in an almost totally black community and speak the accepted language of that community. This language (black English or dialect) has its own sophisticated vocabulary, grammar, pronunciation, and rhythm. This language is much richer, more exciting, and livelier than standard English. Rather than attempting to change black speech patterns (which devalues black identity and the self-esteem of the student), the speech communication teacher should learn to understand and appreciate these patterns.
      c. One possible solution to this dilemma has been proposed by Grace Sims Holt of the University of Illinois in *The Bulletin of the National Association of Secondary School Principals*, Vol. 54 (December, 1970). She advocates that black and white students and teachers

enter into a process of "linguistic accommodation" based on the premise that "linguistic flexibility does not necessitate a loss of black identity." These are the linguistic accommodations she arrived at inductively and cooperatively with black junior high school students in Chicago.

(1) Retaining black prosodic features of stress, intonation, and rhythm to satisfy black aesthetics and black identity.
(2) Emphasizing grammatical closure by the speaker to accommodate the listener.
(3) Acceptance of dialect and style mixture by the listener to accommodate the speaker.

3. How can language best be used to communicate ideas?
   a. Be clear.
   b. Be concise.
   c. Be compelling.

III. LEARNING EXPERIENCES

A. What is language?

1. Students can present short informative speeches on other forms of communication using symbols which they use or are familiar with, such as music, art, mathematics, geometry, algebra, blueprints, or dance. The purpose of the speech is to illustrate how the symbol system they select compares with the English language.
2. Using a paragraph from a famous speech, students can discuss the language used from grammatical, semantic, and stylistic points of view. What do each of these points of view reveal about the language used? What are the limitations of each method? What are the advantages of each method?
3. Students should translate the nonsense words of "Jabberwocky" into English symbols to provide another version of the poem. Students should read their translations to the class.
4. After reading a portion of a speech in which phrases have

been purposely omitted, have students write in what they think the speaker might have said, trying to second-guess his stylistic choices. After students read their speeches to the class, the actual speech can be read to see how close the listeners came to the speaker's actual choices.

B. How is language produced?
   1. Ask a student to bring a guitar to class to use in demonstrating vibration, pitch, and frequency of sound waves.
   2. Tuning forks borrowed from the science department can be placed against various objects in the classroom to illustrate resonance.
   3. Students will enjoy discussing the question "If there is a tree in a forest which falls while no one is around, is there a noise?"
   4. Use the International Phonetic Alphabet to transcribe phrases.
   5. A school, community, or county speech therapist might be invited to class.

C. What are some common language mistakes?
   1. Using pairs of polar terms (good ___ ___ ___ bad), have students fill in intermediate words that express ideas less dogmatically than either of the polar terms.
   2. When someone makes the statement "Something *is* something else," ask him "How do you know?" The speaker should rephrase his statement using words like "I was told that something is . . . ," "I believe something is . . . ," or "I read that something is . . . ."
   3. Discuss people's reactions to words such as "spiders," "vomit," "Republican," and "toilet." Do we respond to these symbols as though they *were* the thing they represent? Do we try to find less offensive or euphemistic ways of naming things? Why?
   4. In group discussion, students should challenge the use of nouns that classify, such as juvenile, teacher, Catholic, Negro, Democrat, or communist. Ask the speaker "Which juvenile?" or "What Negro?" This questioning can go on until the questioner is satisfied with the degree of specification offered by the speaker.

5. Using different words than the speaker used, a student who disagrees with the speaker's statements must explain what he thinks he heard to the speaker's satisfaction before he can express disagreement. The speaker must follow the same procedure before responding to the listener. This process may slow down discussion but it should reveal how language rather than ideas can be the reason for disagreement.
6. Given a list of words that express strong connotative meaning, students should decide which would be appropriate and inappropriate for different audiences.
7. Involve students in discussions of black, southern, and other minority and regional dialects. Encourage honest, open discussion avoiding both extremes of patronizing and slandering remarks.
8. Model speeches of both radical and moderate black speakers should be presented to students for study and discussion. This will provide examples that enhance black identity through language styles and encourage understanding and appreciation of language styles on the part of white students.

D. How is language used in communication?
1. Students can role-play a situation in which "tail-wagging" language or figures of speech are taken literally. One student begins with the purpose of "tail-wagging" while the other takes his questions literally. Students may also role-play miniscenes using figures of speech literally.
2. Discuss: Why is baby talk used between adults and small children? Why is it used between husbands and wives? Why is it used between boy and girl friends?
3. Discuss the question "If a speech reads well, was it a poor speech to listen to?" Distinguish between characteristics of oral and written English.
4. Given a grammatically correct but dull paragraph, students should rewrite it into clear, concise, and compelling language. Read the rewritten paragraphs aloud. If the paragraph is taken from a famous speech, the teacher can read the original.

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V. AUDIOVISUAL MATERIALS

Recording

"Dialect of the Black American." LP recording. Western Electric Co.

UNIT FOUR: PUBLIC SPEAKING

In a society of persistent and sometimes irrational messages, students should be taught the skills of clear and compelling communication. They should be encouraged to gain the confidence that comes from discovering, developing, delivering, and evaluating public messages. To that end, the goals of this unit should derive from the student's needs and abilities. A focus on individual improvement might be facilitated through the use of individualized contracts or mutually developed criteria for assignments. Emphasis should be placed on the extemporaneous method of delivery, which implies preliminary thought and careful planning. This is to be distinguished from the impromptu method, which implies general knowledge but no specific preparation.

I. OBJECTIVES

A. The student will discover and develop speech topics.
B. The student will prepare speeches using appropriate research techniques.
C. The student will organize his speeches logically.
D. The student will deliver his speeches extemporaneously.
E. The student will evaluate speeches constructively.

II. CONTENT

A. How are topics determined?
   1. What is the purpose of the speech?
      a. *To inform.* To increase knowledge concerning ideas, processes, objects, actions, and other subjects.
      b. *To persuade.* To appeal to basic human desires, emo-

tions, and values; to change existing attitudes or conditions; to inspire, stimulate, or arouse listeners.

2. What factors are involved in developing the topic?
   a. Audience
      (1) Knowledge
      (2) Beliefs
      (3) Number of people
   b. Speaker
      (1) Beliefs
      (2) Ideas
      (3) Relationship to audience
   c. Occasion
      (1) Assignment limitations
      (2) Time
      (3) Setting
      (4) Reason for audience meeting
3. How are specific topics discovered?
   a. Personal experience
   b. Personal interest and desire
   c. Personal knowledge
   d. Browsing in the library

B. How are topics researched?
1. What is the purpose of research?
   a. To gain ideas and analysis.
   b. To collect supporting information.
2. How does research progress?
   a. Use resources effectively.
      (1) Library
      (2) *Reader's Guide*
      (3) Interviews
      (4) Community resources
      (5) Mass media
      (6) Background knowledge
      (7) Personal experience
   b. Evaluate and record information.
   c. Take notes on cards.
      (1) Information
      (2) Sources

d. Organize the information.

C. How is the speech organized?
   1. What is included in the introduction?
      a. Attention-getting statement that relates to the topic
      b. Introduction of the topic
      c. Introduction of self as related to the topic
      d. Partitioning of body
   2. What is included in the discussion (body)?
      a. The main ideas or main points in a logical order appropriate to the topic and purpose
         (1) Topical
         (2) Chronological
         (3) Spatial
         (4) Cause-effect
         (5) Problem-solution
         (6) Logical
         (7) Climactic
         (8) Two-sided argument
      b. Develop the main ideas using a variety of forms of support.
         (1) Facts
         (2) Examples
         (3) Illustrations
         (4) Statistics
         (5) Description
         (6) Narratives
         (7) Literary quotations
         (8) Expert testimony
         (9) Comparisons
         (10) Contrasts
         (11) Nonverbal actions
         (12) Hypothetical examples
         (13) Visual aids
   3. What is included in the conclusion?
      a. Relate conclusion to introduction.
      b. Restate main ideas.
      c. Provide emotional appeal.
      d. Appeal to action.

D. What is effective delivery?
   1. Can everyone hear and understand the speaker?
      a. Projection
      b. Breathing
      c. Articulation
   2. Is the speaker's appearance appropriate?
      a. Posture
      b. Dress
      c. Grooming
   3. Does the speaker maintain audience contact?
      a. Eye contact
      b. Conversational quality
      c. Proper use of visual aids
         (1) Use the hand nearest the aid while facing audience.
         (2) Talk to audience—not to the visual aid.
         (3) Use object large enough to be seen at the back of the room.
   4. Does the speaker have enthusiasm?
      a. Constructively channel nervous energy.
      b. Use gestures for emphasis.
      c. Have positive mental attitude.

E. How should the speaker be evaluated?
   1. On clearly defined and mutually understood criteria
   2. On an individualized basis related to speaker's own abilities and improvement
   3. With written and/or oral critiques on each speech
   4. Through a continuing process of self-evaluation and constructive evaluation of others

III. LEARNING EXPERIENCES

A. How are topics determined?
   1. Brainstorm topics in class and identify a purpose for a speech on each topic. Examples:
      a. "How to change a tire"
      b. "Radial tires are safer than tube tires"
      c. "What is a balanced meal?"
      d. "People should avoid foods containing excessive sugar"

2. Listen to news broadcasts or read newspapers in class. Discuss the informative and persuasive content.
3. Identify the content of the same topic for a speech before the following types of audiences:
   a. High school assembly
   b. Political group
   c. Parents' group
   d. Elementary school children
   e. Girl addressing all-male group and vice versa
4. Have each student list five topics for each of the following categories. (He might use these topics for reference during the semester.)
   a. Something I have done
   b. Something I want to do
   c. Something I want to know about
   d. Something I believe
   e. Someone I have admired

B. How are topics researched?
   1. Ask the librarian to prepare and present a lesson on the use of the library facilities, particularily the *Reader's Guide*.
   2. Take students to local, county, state, or university libraries and introduce them to the expanded facilities of these resource centers.
   3. After surveying resource materials, prepare specific questions for each student. The student should research the questions and submit a specified number of evidence cards for discussion.

C. How is the speech organized?
   1. Give speeches on a topic, such as "I believe that. . . ." Support with reasons for the belief.
   2. Give a speech with one main point, using several forms of support.
   3. Reorganize a scrambled outline of ideas, topics, or statements.
   4. Give a series of speeches. Here is a possible order.
      a. *Demonstration speech.* Focusing attention on an object instead of the speaker.
      b. *Informative speech.* Using visual aids.

c. *Persuasive speech.* Utilizing forms of support.

D. What is effective delivery?
   1. Demonstrate and discuss diaphragmatic breathing.
   2. Repeat nonsense syllables or nursery rhymes as many times as possible on one breath.
   3. Practice repeating nonsense syllables. Begin as softly as possible and gradually increase volume.
   4. Use tongue twisters.
   5. Speak while holding a pencil between teeth.
   6. Practice speeches in front of a mirror to aid in self-evaluation.
   7. Read two- or three-minute cuttings from literature or speeches such as Patrick Henry's "Give me liberty or give me death." Exaggerate the gestures.
   8. Play charades or present pantomimes.
   9. Observe advanced students or forensic contestants.

E. How should the speaker be evaluated?
   1. Use audio and video tape recorders for class and self-evaluation.
   2. Each student and the teacher should construct a mutually acceptable evaluation instrument.
   3. Fear inventories and interest inventories might be used for self-evaluation.

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Olbricht, Thomas H. *Informative Speaking*. Glenview: Scott, Foresman and Co., 1968.

V. AUDIOVISUAL MATERIALS

Films

Building an Outline. 10 minutes. Coronet.
Find the Information. 10 minutes. Coronet.
Fundamentals of Public Speaking. 10 minutes. Coronet.
How to Judge Authorities. 10 minutes. Coronet.
How to Judge Facts. 10 minutes. Coronet.
How to Prepare a Speech. Society for Visual Education.
How to Think. Coronet.
Importance of Note-Taking. 10 minutes. Coronet.
Is There Communication When You Speak? 20 minutes. McGraw-Hill.
Planning Your Speech. 10 minutes. Young-America Films.
Planning Your Talk. 13 minutes. McGraw-Hill-Test Film.
Say What You Mean. 20 minutes. McGraw-Hill.

UNIT FIVE: ORAL INTERPRETATION

Oral interpretation involves reading aloud from a manuscript to communicate meaning and mood to an audience. Therefore, the oral reader is the liaison between the literature and the listener. A good reader must be sensitive to his material and must know the techniques of oral reading so as to communicate thought, mood, and feeling through voice and action.

I. OBJECTIVES

A. The student will select material for an oral reading.
B. The student will prepare material suitable for an oral reading.
C. The student will present an oral reading.

II. CONTENT

A. How is material found for an oral reading?
   1. A personal knowledge and interest in literature
   2. Scripts from plays and movies
   3. Resources in the library
   4. Anthologies of literature
   5. Bibliographies in books on interpretative reading
B. How is material prepared for an oral reading?
   1. Analyze the selection.
      a. Become thoroughly familiar with the material by reading through it several times.
      b. Understand the vocabulary.
      c. Identify the main theme or central idea.
      d. Determine the moods.

e. Determine the main characters.

2. Prepare the cutting.
   a. Know the assigned time limitations.
   b. Decide what will be kept.
      (1) Passages that present the plot or message of the entire selection
      (2) Descriptions of characters' personalities
      (3) Conflict between characters
      (4) Climactic episodes
   c. Decide what will be cut.
      (1) Nonessential incidents
      (2) Unimportant characters
      (3) "He said," "She said," etc.
      (4) Descriptions of the manner of speaking
      (5) Repetitions
      (6) Inappropriate language
   d. Type the cutting.
      (1) Triple space so that changes or notes can be inserted.
      (2) Back the paper with a heavier material so that pages do not shake or rattle.
3. Prepare an introduction.
   a. Give the title and author.
   b. Set the mood.
   c. Relate to a universal experience.

C. How is an oral reading presented?
   1. Demonstrate effective use of vocal factors.
      a. Have flexibility in volume, pitch, rate, stress, pause.
      b. If dialect is used in a humorous reading, it is an adjunct. The content should be intrinsically funny.
   2. Demonstrate skillful use of facial expressions and bodily actions.
      a. In dialogue, eye placement can be focused slightly to the right or left to indicate different characters when they are speaking.
      b. Facial expression, gestures, and slight changes in body posture can be used to suggest the physical characteristics of different characters.

3. Understand the basic differences between acting and oral reading.
   a. Who are you?
      (1) The actor is trying to be a particular character other than himself.
      (2) The oral reader must be himself while *suggesting* characters for the imagination of each listener.
   b. Where is the scene?
      (1) In acting, it is on stage.
      (2) In oral reading, each listener must create the scene in his own *imagination*.
   c. Who is telling the story?
      (1) In acting, the actors tell the story.
      (2) In oral reading, each listener tells himself a story using the words and emotions given by the reader.
   d. What is the relationship to the story?
      (1) The actor is a participant in the story.
      (2) The oral reader is an *observer* and is sharing the story with his audience.

III. LEARNING EXPERIENCES

A. How is material selected for oral reading?
   1. Use children's stories. Encourage students to exaggerate all delivery aspects. (It is easier for students to tone down in later performances once they have developed full freedom of expression.)
   2. Encourage students to choose literature from established authors. A list of names can be obtained from school libraries. All of the following are appropriate.

SERIOUS	*HUMOROUS*
Agee	Armour
Benet	Beerbohm
The Bible	Benchley
Browning	Brombeck
Chekhov	Buchwald
Crane	Carroll
Dickens	Dickens

Eliot	Harris
Faulkner	Hart
Ibsen	Henry
Lindsay	Kaufman
Masters	Milne
Orwell	Parker
Sandburg	Shakespeare
Shakespeare	Shulman
Thomas	Thurber
Whitman	Twain
Wolfe	

Don't limit yourself or your class to these few suggestions.

B. How is material prepared for an oral reading?
   1. Demonstrate how to cut material by using a dittoed selection from a story. Be sure to include dialogue.

C. How is an oral reading presented?
   1. Listen to recordings of outstanding readers or have advanced speech students read to the class.
   2. Practice the various delivery techniques.
      a. Use oral exercises to develop vocal control.
         (1) Tongue twisters
         (2) Say one word, such as "yes" or "oh," in as many ways as possible.
      b. Use a tape recorder so that students can hear themselves.
      c. Use nonverbal communication exercises to develop meaningful expression using the face and body.

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Article

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V. AUDIOVISUAL MATERIALS

Films

How to Read Novels. Coronet.
How to Read Plays. Coronet.
How to Read Poetry. Coronet.
Literature Appreciation. Coronet.

UNIT SIX: DISCUSSION

The discussion process, whether informal or formal, is necessary in our mobile, changing, democratic society. It is a setting for interaction in which fact and opinion are shared, tested, and sometimes disputed. In labor, management, education, religion, and government, people meet to negotiate, to discuss problems, to resolve differences, and to find solutions to personal and social problems. Discussion, in the more formal sense, should be purposeful, thoughtfully planned, and carefully organized. It is important that students have opportunities to actively participate in and observe a variety of discussion situations. The student needs to understand the discussion process and should increase his ability to participate more effectively through discussion.

I. OBJECTIVES

A. The student will understand the purposes of discussion.
B. The student will participate in different forms of discussion.
C. The student will prepare effectively for group discussion.
D. The student will exercise the duties of a group leader.

II. CONTENT

A. What are the purposes of discussion?
   1. To solve problems
      a. Define the extent of the problem.
      b. Discuss the causes of the problem.
      c. Propose all possible solutions.
      d. Decide on the best solution.
         (1) One that solves the problem

(2) One that is practical
(3) One that has the fewest disadvantages

2. To exchange information
   a. Define the extent of the problem.
   b. Discuss the problem.
   c. Each participant should attempt to understand all viewpoints.

B. What are the forms of discussion?
   1. Panel discussion
      a. Consists of a chairman and several members.
      b. Group members are seated before an audience and discuss the subject among themselves.
   2. Round table
      a. Small groups discussing a problem without an audience.
      b. May be a preliminary planning session for panel, symposium, or forum discussion.
   3. Forum
      a. A total audience participation discussion.
      b. The forum may be used following a lecture, panel, or symposium to allow the audience to question or react to the speakers.
   4. Interview
      a. Two people question each other for a purpose, such as employment or counseling. One person usually assumes major responsibility for conducting the interview.
      b. A group of participants ask questions of an expert for the benefit of an audience.
   5. Symposium
      a. A series of formally prepared speeches, each on a specific aspect of a topic and given in a predetermined order before an audience.
      b. Symposium may be used to stimulate group discussion.

C. How is a group discussion prepared?
   1. Know the purpose of the discussion.
   2. Make proper physical arrangements.

a. All members should be able to see each other.
b. If there is an audience, participants should be cautioned not to ignore them.

3. Phrase a suitable discussion question.
   a. The question should allow for more than a "yes" or "no" answer.
   b. The question should be worded objectively.
   c. The question should be appropriate to the purpose of the discussion.
4. Engage in the collection of sufficient information to aid the discussion.
   a. Conduct careful research.
   b. Use a systematic procedure of investigation.
   c. Undertake systematic testing of evidence.

D. What are the responsibilities of group participants?
   1. Be well informed on the topic.
   2. Know the steps of reflective thinking.
   3. Maintain an open-minded attitude.
   4. Evaluate information and ideas objectively.
   5. Listen attentively and objectively.
   6. Think creatively.
   7. Be an active participant.
   8. Be cooperative, friendly, and tactful.
   9. Think and talk in terms of the group.
   10. Listen for new ideas.

E. What is the responsibility of the group leader?
   1. Initiate the discussion by introducing the participants, stating the topic, and opening the discussion.
   2. Keep the discussion moving and relevant.
   3. Summarize at key points and at the conclusion.
   4. Create a climate conducive to deliberation and active participation.
   5. Encourage participation.
   6. Help resolve conflicts.
   7. Stimulate creative thinking in others by asking provocative questions.
   8. Stimulate critical thinking.

III. LEARNING EXPERIENCES

A. What are the purposes of discussion?
   1. Identify the purposes of various kinds of discussions.
      a. Talk shows on television
      b. "Meet the Press," "Issues and Answers," "Face the Nation"
      c. "The Advocates" (Public Broadcasting System)
      d. Telephone-talk programs on radio
      e. Labor negotiations
      f. Counseling sessions

B. What are the forms of discussion?
   1. Using the handout on role-playing (see Appendix A), students assume assigned roles in a group discussion. Discuss the impact of each role on the discussion process.
   2. Take roles of policemen, parents, or administrators, and simulate problem-solving discussions. Evaluate, following each discussion.
   3. Hold problem-solving discussions using a case problem (see Appendix B).
   4. Using brain teasers, have students solve them by themselves and then meet in groups to compare their answers (see Appendix C). A procedure that can be used with all group activities is to compare individual solutions with the final group solution. Are individual or group solutions more often correct? Do individual students change their minds in group discussion? Do students feel more confident working alone or in groups?
   5. Students should develop criteria to use in evaluating discussion. In addition, use prepared checklists, discussing the kinds of information each provides (see Appendix D).

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V. AUDIOVISUAL MATERIALS

Films

How to Conduct a Discussion. 24 minutes. Encyclopedia Britannica Films.

Learning from Class Discussion. 11 minutes. Coronet.

Speech: Group Discussion. 12 minutes. McGraw-Hill.

UNIT SEVEN: PARLIAMENTARY PROCEDURE

Today it is almost impossible for anybody to avoid being a member of some organized group. Understanding the fundamental principles and basic rules of parliamentary procedure, and developing skill in applying them, equip the student to become an effective group member. In a free society, it is imperative that an individual develop his ability to protect his rights in group meetings.

I. OBJECTIVES

A. The student will understand the need for standard parliamentary procedure in meetings.
B. The student will use parliamentary procedure as a member of a group.
C. The student will use parliamentary procedure as a leader of a group.

II. CONTENT

A. What are the parliamentary principles?
   1. Parliamentary rules exist to expedite business and to protect the rights of individuals.
   2. All members have equal rights, privileges, and obligations.
   3. Every member has the right to know what matter is before the group and what the effect of its passage will be.
   4. Only one main motion may be considered at a time.
   5. Full discussion of every question is guaranteed.
   6. The minority has the right to be heard, but the will of the majority will prevail.
   7. Subsidiary motions have a definite and logical order of

precedence during the consideration of the main motion.
8. The chairman should be impartial.

B. What are the major parliamentary procedures?
1. There is an order of business (agenda).
2. Provisions exist concerning officers and their duties.
3. There are specified steps in the handling of a motion.
4. Motions are considered in an order of precedence.
5. Provisions are recorded in the constitution and bylaws.
6. Procedures exist that pertain to the nomination and election of officers.

III. LEARNING EXPERIENCES

A. Observe and report on a business meeting of an organization, such as a student council, city commission, or school board.
B. Practice the phrasing of main motions.
C. Demonstrate the handling of different types of motions.
D. Conduct a meeting with a specific order of business.
E. With the class organized as a student council, be responsible for a main motion and for related motions.

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Robert's Rules of Order, Revised. New York: Appleton-Century-Crofts, 1951.

Robinson, Karl F., and Lee, Charlotte. *Speech in Action*. New York: Scott, Foresman and Co., 1965.

Sturgis, Alice F. *Sturgis Standard Code of Parliamentary Procedure*. 2d. ed. New York: McGraw-Hill Book Co., 1966.

V. AUDIOVISUAL MATERIALS

Films

Conducting a Meeting. 12 minutes. McGraw-Hill.

How to Conduct a Meeting. 11 minutes. University of Michigan.

Parliamentary Procedure. 22 minutes. N.F.B. Michigan State University.

Parliamentary Procedure. 11 minutes. Coronet.

Parliamentary Procedure in Action. 14 minutes. Coronet.

Chart

Parliamentary Law Chart. Slide-A-Rule, North Wales Road, North Wales, Pennsylvania.

APPENDIX A: GROUP MEMBERSHIP ROLES

I. Group membership roles important to effective group discussion.
   A. *The morale builder*. Encourages individual contributions to the discussion, creates a receptive atmosphere for new facts and opinions, and commends those who deserve it.
   B. *The conciliator*. Recognizes differences of opinion, tries to anticipate conflicts and relieve tensions by focusing attention on common goals and emphasizing cohesiveness.
   C. *The compromiser*. Tries to reconcile conflicting views, even if it means modifying his own opinions, and seeks to evolve a consensus or a harmonious middle ground.
   D. *The expediter*. Tries to facilitate the discussion process by assisting members in clarifying and communicating their ideas, by rephrasing and repeating when necessary.
   E. *The standard setter*. Helps maintain a high level of group achievement in the quality of reasoning.
   F. *Thte process observer*. Usually does not take an active part in the discussion but attempts to view it objectively, so that he may both make useful suggestions to the leader and help members evaluate their own contributions.

II. Group membership roles especially important to problem-solving discussion.
   A. *The inquirer*. Is concerned with discovering, disclosing, and analyzing the raw materials of reasoning, facts, and opinions.
   B. *The contributor*. Tries to provide factual information or considered opinions about facts.

C. *The elaborator.* Attempts to translate generalizations into concrete examples, define ambiguities, and project the probable effects of proposed solutions upon future group behavior.

D. *The reviewer.* Tries to clarify relations among ideas presented, to trace conceptual patterns, and reorient the group position in terms of agreed-upon objectives.

E. *The evaluator.* Weighs the group's thinking in terms of its own standards, raising questions about the evidence and argument presented in the discussion or about practical applications of proposed solutions.

F. *The energizer.* Keeps the discussion moving toward its goal by redirecting the attention and arousing the interests of members and channeling their motivational drives.

G. *The group recorder.* Performs the secretarial function of summarizing the discussion, noting agreements and open questions, and reporting decisions.

APPENDIX B: SAMPLE CASE PROBLEMS

Problem One

Mr. B, a 45-year-old accountant, has recently been informed by his physician that he has developed a severe heart ailment. The disease would be sufficiently serious to force Mr. B to change many of his strongest life habits—reducing his work load, drastically changing his diet, giving up favorite leisure-time pursuits. The physician suggests that a delicate medical operation could be attempted which, if successful, would completely relieve the heart condition. But its success could not be assured, and in fact, the operation might prove fatal.

Imagine that you are advising Mr. B. Listed below are several probabilities or odds that the operation will prove successful. Please check the *lowest* probability that you would consider acceptable for the operation to be performed.

- ☐ Place a check here if you think Mr. B should *not* have the operation no matter what the probabilities.
- ☐ Chances are 9 in 10 that the operation will be a success.
- ☐ Chances are 7 in 10 that the operation will be a success.
- ☐ Chances are 5 in 10 that the operation will be a success.
- ☐ Chances are 3 in 10 that the operation will be a success.
- ☐ Chances are 1 in 10 that the operation will be a success.

Problem Two

Mr. K is a successful businessman who has participated in a number of civic activities of considerable value to the community. Mr. K has been approached by the leaders of his political party as a possible congressional candidate in the next election. Mr. K's party is a minority party in the district, though the party has won occasional elections in the past. Mr. K would like to hold political office, but to do so would involve a serious financial sacrifice, since the party has insufficient campaign funds. He would also have to endure the attacks of his political opponents in a hot campaign.

Imagine that you are advising Mr. K. Listed below are several probabilities or odds of Mr. K's winning the election in his district. Please check the *lowest* probability that you would consider acceptable to make it worthwhile for Mr. K to run for political office.

- ☐ Place a check here if you think Mr. K should *not* run for political office no matter what the probabilities.
- ☐ Chances are 9 in 10 that Mr. K would win the election.
- ☐ Chances are 7 in 10 that Mr. K would win the election.
- ☐ Chances are 5 in 10 that Mr. K would win the election.
- ☐ Chances are 3 in 10 that Mr. K would win the election.
- ☐ Chances are 1 in 10 that Mr. K would win the election.

Problem Three

Mr. M is contemplating marriage to Miss T, a girl whom he has known for a little more than a year. Recently, however, a number of arguments have occurred between them, suggesting some sharp differences of opinion in the way each views certain matters. Indeed, they decide to seek professional advice from a marriage counselor as to whether it would be wise for them to marry. On the basis of these meetings with a marriage counselor, they realize that a happy marriage, while possible, would not be assured.

Imagine that you are advising Mr. M and Miss T. Listed below are several probabilities or odds that their marriage would prove to be happy and successful. Please check the *lowest* probability you

would consider acceptable for the marriage to be undertaken.

- ☐ Chances are 1 in 10 that the marriage will be successful.
- ☐ Chances are 3 in 10 that the marriage will be successful.
- ☐ Chances are 5 in 10 that the marriage will be successful.
- ☐ Chances are 7 in 10 that the marriage will be successful.
- ☐ Chances are 9 in 10 that the marriage will be successful.
- ☐ Place a check here if you think the marriage should *not* be undertaken, no matter what the probabilities.

Problem Four

Mary graduated from Western Tech in 1933. Her parents were well-to-do. Early marriage ended in divorce for Mary. In 1939 she went to the city to become a model, but the job never materialized. She occasionally worked as a chorus girl. She married John Thompson, whose business was extorting jewels from wealthy women. Mary became friends with wealthy Mrs. Ada Willis. Thompson and his accomplice, Morris Clindinen, arranged through Mary to meet Mrs. Willis. They stole her diamond ring and tied her in a closet. She died of suffocation. Mary and the two men were convicted of first degree murder. The men were condemned to die in the electric chair. Mary was sentenced to prison "for the rest of her natural life." She has been in prison since 1940.

Now a prison psychiatric report says Mary is mature, very stable, and has good reasoning power. The prison director has said that prisoners who show these changes should be released. The prosecuting attorney has replied that criminals are sent to prison to pay a debt to society, and if rehabilitation were the only criterion most prisoners could be released. Mary was sane, rational, and had a fair trial. The fact that she has mature reasoning powers does not establish her right to parole.

Discussion Question: What decision should be made?

Problem Five. The Bomb Shelter

Directions

A. Students should work alone first.
B. In groups, consensus should be reached.

C. Have one representative from each group meet before the class and reach consensus again.

One evening a year from now, you invite eight friends to your home to talk with a psychology professor you know personally. In the midst of the discussion, you hear an air raid siren. You turn on the radio and the Civil Defense station broadcasts that enemy planes are approaching the area. Fortunately, you have a well-equipped bomb shelter in your basement. You direct your guests and a mechanic who has been repairing the air conditioning unit to go into the shelter. Shortly after you assemble in the shelter, a terrific blast shakes the earth. The bomb has fallen. For four hours, you get nothing but static on the radio. Then you hear a dramatic announcement: "A bomb of great magnitude has hit the city. Damage is extensive; radiation is intense. It is feared that all persons not in shelters have suffered fatal injuries or received excessive doses of radiation. All persons in shelters are warned that it will be fatal to leave before one month has passed. Further bombing is anticipated. This may be the last broadcast you will receive for some time."

You realize you have eleven persons in a shelter equipped with food, water, and oxygen. This supply of necessary items will last these eleven people for two weeks—or last six persons for a month. The group decides that to survive for one month, five people must leave the shelter and face probable death outside. All agree that you (since the shelter is yours) may remain. You will also choose the other five who will remain. Obviously, you must choose the five who will face certain death once they leave the shelter.

In making your decision, keep four things in mind: 1. Accept this hypothetical situation as fact; 2. Concern for yourself in choosing your companions; 3. Please remember you must remain; 4. Accept all facts concerning the people in the shelter.

List the six people who will remain:	*List the five who will leave:*
1. Yourself	1.
2.	2.
3.	3.
4.	4.

5. 5.
6.

Biographical Sketch of Eleven Persons

1. Yourself.
2. Mary, the psychology professor, is a few years older than the rest of the group. The others respect her and recognize her grasp of the situation and her ability to take control. Although she is rather cold and impersonal, she has helped to quiet the group's nervousness and has already settled an argument between two people. Even though no one seems to be close to her, you feel she would be valuable as an organizer and pacifier.
3. Hazel is studying nutrition and dietetics. She is attractive. One of the things she did was to appraise the food supply. You realize her training has given her practical knowledge of how to ration food to avoid waste. She is an imaginative cook who can fix food appealingly. She is efficient to the point of being domineering and bossy.
4. Alberta is a brilliant girl who has been given a graduate assistantship to do research on radiation. She has been pampered all her life and is horrified at wearing the same clothes for a month, being unable to take a bath or wash her hair, and sleeping in a room with five other people. Her scientific knowledge of the situation would be a definite asset. Her whims and attitudes would be difficult to live with.
5. Laura is a literature major, has read extensively, and writes well. She has entertained and diverted the group by retelling one of the books she recently read.
6. Nancy has a pleasant personality. However, she has been the most nervous and upset of the group. Her temperamental, excitable mood is partially due to the fact that she is expecting a baby in two months.
7. Chet, a medical student, is Nancy's husband. He has had two years of medical study, three years as a campus medical director, and has close association with his father who is also a doctor. You realize he would be a great aid. However, he refuses to stay unless his wife also remains.
8. Jack is the mechanic who was working on the air conditioning unit. He has practical knowledge. His formal education ended

with high school. He does understand air filtration systems, air purifiers, and oxygen supply. He is rather dull and chubby. He has already been reprimanded by Hazel for taking a candy bar from the limited food supply. Despite his understanding of the technical aspects, he fails to grasp the necessity for self-control.

9. Paul is a young minister and is easygoing. His calmness, optimism, and faith are an inspiration for the group. His presence is reassuring. He helped Nancy restrain her tearful outburst. At this time, he revealed he has learned to remain calm because he is a diabetic. He requires a special diet and becomes tired easily. Excitement causes him to faint.
10. Joe is a clean-cut, husky Negro football player. He is highly respected. He performed the heavy work of lifting the metal plate that had to be placed over the shelter door.
11. Don is romantic. He gets along well, especially with the girls. He plays the guitar and sings well. He has offended Hazel by being fresh.

Problem Six. NASA: Decision by Consensus

Instructions

This is an exercise in group decision-making. Your group is to employ the method of group consensus in reaching its decision. This means that the prediction of each of the 15 survival items *must be agreed upon by each group member before it becomes a part of the group decision.*

Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's *complete* approval. Try, as a group, to make each ranking one with which *all group members can at least partially agree.* Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote,

averaging, or trading in reaching a decision.

4. View differences of opinion as helpful rather than as a hindrance in decision-making.

On the "Group Summary Sheet," place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

Procedure

1. Each student should rank his choices in the right hand column.
2. Following this, students should meet in small groups and arrive at a consensus ranking.
3. The teacher then reads the answers provided by NASA. Students then score both their individual rankings and the group rankings.
   a. Find the difference between the NASA rank and the student's rank for *each* item. (It does not matter whether the student ranked an item higher or lower than NASA.)
   b. Add the numbers representing the differences.
   c. Do the same for the group's rankings and compare the amount of group deviation to the amount of deviation achieved when individuals worked alone. (Lower totals are the closest to the right answers.)
4. Discuss the differences in accuracy between group and individual decisions.

Problem

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During reentry and landing, much of the equipment aboard was damaged, and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number **1** by the most important item, the number **2** by the second most important, and so on through number **15**, the least important.

Your Rank	*Group Rank*	*Item*
1. _____	_____	Box of matches
2. _____	_____	Food concentrate
3. _____	_____	Fifty feet of nylon rope
4. _____	_____	Parachute silk
5. _____	_____	Portable heating unit
6. _____	_____	Two .45 caliber pistols
7. _____	_____	One case dehydrated Pet milk
8. _____	_____	Two 100 lb. tanks of oxygen
9. _____	_____	Stellar map (of the moon's constellation)
10. _____	_____	Life raft
11. _____	_____	Magnetic compass
12. _____	_____	Five gallons of water
13. _____	_____	Signal flares
14. _____	_____	First aid kit containing injection needles
15. _____	_____	Solar-powered FM receiver-transmitter

Answers according to NASA

1.	15	Box of matches
2.	4	Food concentrate
3.	6	Fifty feet of nylon rope
4.	8	Parachute silk
5.	13	Portable heating unit
6.	11	Two .45 caliber pistols
7.	12	One case dehydrated Pet milk
8.	1	Two 100 lb. tanks of oxygen
9.	3	Stellar map (of the moon's constellation)
10.	9	Life raft

11. 14 Magnetic compass
12. 10 Five gallons of water
13. 7 Signal flares
14. 5 First aid kit containing injection needles
15. 2 Solar-powered FM receiver-transmitter

APPENDIX C: BRAIN TEASERS

1. Do they have a Fourth of July in England?
   A: Yes. (But it is not a holiday.)
2. If you went to bed at 7:00 and set your alarm to get up at 8:00 the next morning, how many hours of sleep would you get?
   A: One. (Clocks do not have twenty-four hour cycles.)
3. Can a man living in Chicago be buried west of the Mississippi?
   A: No. (He is living.)
4. How far can a dog run into the woods?
   A: Halfway.
5. A farmer had seventeen sheep. All but nine died. How many did he have left?
   A: Nine.
6. A rectangular house has a southern exposure on all four sides. A bear walks by. What color is the bear?
   A: White. (The house is at the North Pole.)
7. A man has two coins in his hand. The two coins total fifty-five cents. One is not a nickel. What are the two coins?
   A: A nickel plus a half dollar. (The *other* is a nickel.)
8. Divide 30 by ½ and add 10. What is the answer?
   A: 70. ($30 \div ½ = 30/1 \times 2/1 = 60 + 10 = 70$.)
9. Take two apples from three apples. What have you got?
   A: Two apples.
10. How many animals of each species did Moses take aboard the Ark?
    A: None. (It was Noah.)

11. Four men can build four boats in four days. How long will it take one man to build one boat?
    A: Four days. (Four men building four boats is the same as one man working sixteen days.)
12. Can you measure out exactly two gallons of water using only two unmarked containers? One of the containers will hold eight gallons and the other will hold five gallons.
    A: Pour five gallons into the eight gallon can. Then repeat this until the eight gallon can is full. (Two gallons will be remaining in the five gallon can.)
13. A farmer has a fox, a goose, and a bag of corn. He must cross a river but can only take one item across at a time. He cannot leave the fox and goose or the goose and corn alone because one would eat the other. How does the farmer get them all safely across?
    A: First trip: Take the goose.
    Second trip: Take the fox; bring back the goose.
    Third trip: Take the corn.
    Fourth trip: Take the goose.
14. Three cannibals and three missionaries must cross the river. The boat will only hold two people. At no time, on either side, can the cannibals outnumber the missionaries. How do they all get across safely? Note: Being in the boat still counts for the side where the boat is and someone has to bring the boat back.
    A: First trip: Two cannibals; one brings the boat back.
    Second trip: Two cannibals; one brings the boat back.
    Third trip: Two missionaries; one cannibal and one missionary bring the boat back.
    Fourth trip: Two missionaries; one cannibal brings the boat back.
    Fifth trip: Two cannibals; one cannibal brings the boat back.
    Sixth trip: Two cannibals; all are now across.

Several books containing brain teasers are available. Much can be learned about group work if brain teasers are used and class discussion of the group process is incorporated.

APPENDIX D: SAMPLE EVALUATION FORM FOR DISCUSSION

1-2-3	4-5-6	7-8-9
WEAK	AVERAGE	STRONG

Criteria for evaluating discussion participation include the following:

A. *Information about the problem.* Breadth, accuracy, and use of information.
B. *Analysis of the problem.* Sensing problem's importance, finding the issues, avoiding irrelevant matters.
C. *Ability to think cooperatively.* Open-mindedness, alertness, willingness to abandon weak arguments, ability to synthesize the contributions of others.
D. *Skill in speaking.* Adapting voice, action, and language to the occasion; ability to state ideas clearly and briefly.
E. *Good manners.* Listening attentively, quoting others accurately, giving others a chance to speak, general courtesy.
F. *General overall effectiveness.*

SAMPLE EVALUATION FORM FOR DISCUSSION

Rank each discussion participant, assigning "1" to the most effective participant in the group, "2" to the next most effective participant, and so on. There must be *no tie ranks.*

DISCUSSION PARTICIPANT	1	2	3	4	5	6	7	8	9	10
PROJECT										
CLASS HOUR										
DATE										
A. Information										
B. Analysis										
C. Cooperative Thinking										
D. Speaking Skill										
E. Good Manners										
F. Overall Effectiveness										
TOTAL SCORES										
RANK ORDER OF PARTICIPANTS										

General comments on the group as a whole. (Use back of sheet as needed.)